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ABSTRACT

The Education Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary education opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations. The Fund for the Improvement of Postsecondary Education was established for this purpose. It is a governmental grant-making organization. Its two general goals are diversity and cost-effectiveness, which will be achieved primarily through the encouragement of structural, learner-centered improvements throughout postsecondary education. To achieve these purposes, the fund administers several distinctive program competitions. Applicants are invited to submit proposals under the comprehensive program competition, the special-focus program, and the national projects competition. The National Project of Teaching strengthens and encourages individuals and institutions that have demonstrated a commitment to raising the importance of teaching within postsecondary education. Special guidelines and procedures have been established for applicants to the national projects with reference to the general criteria of significance, feasibility, extent of institutional commitment, and appropriateness to the fund. (Author/KE)

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FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
400 Maryland Avenue, S.W.
Washington, D.C. 20202

HE
D-101

FY 1975
Program Information
and Application Procedures

NATIONAL PROJECT III

ELEVATING THE IMPORTANCE OF TEACHING

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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HE 007082

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I. INTRODUCTION TO THE FUND

A. The Fund's Mandate

The Education Amendments Act of 1972 authorizes the Secretary of Health, Education, and Welfare to improve postsecondary educational opportunities by providing assistance to educational institutions and agencies for a broad range of reforms and innovations.*

To implement this authority, the Secretary has established the Fund for the Improvement of Postsecondary Education, a separate organizational unit within the Department of H.E.W., under the general supervision of the Assistant Secretary for Education. The Fund is administered by a Director and a small professional staff. The Director is responsive to a fifteen-member, Secretarially-appointed Board which is authorized to recommend policy priorities for the Fund, and to review grants and contracts of a specified kind and amount.

The Fund is a governmental, grant-making organization with four distinguishing characteristics:

--It is comprehensive in scope, covering the entire range of postsecondary education.

—It is responsive, seeking to yield to external initiative the task of conceiving and developing proposals to be funded.

--It is action-oriented. While the Fund will entertain proposals for policy-oriented studies and feasibility studies directly related to reform and innovation, it will not fund proposals for basic research.

--It is risk-taking. The Fund will entertain proposals for new and unproven ideas as well as proven ones.

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*The specific authority is contained in Title III, Section 404 of the General Education Provisions Act, as amended by the Education Amendments Act of 1972.

B. General Goals

The basic purpose of the Fund is to help fulfill our national commitment to extend postsecondary educational opportunities. While other Federal programs have extended opportunities for access to postsecondary education, the role of the Fund is to improve the effectiveness and quality of postsecondary education itself.

In fulfilling this purpose, the Fund will pursue two general goals: diversity and cost-effectiveness. These will be achieved primarily through the encouragement of structural, learner-centered improvements throughout postsecondary education.

--Diversity. The population seeking improved postsecondary educational opportunities has undergone profound changes over the past decade. It is larger than before, now including over half of all high school graduates as well as many individuals beyond "college age". It is considerably different than before, as a result of the multiple cultural and technological changes at work in our society and the extension of educational opportunity to individuals from socio-economic groups and circumstances previously under-represented in postsecondary education.
To meet the needs of this population, the Fund seeks to expand the total diversity of educational services. This does not mean that the Fund encourages each center of learning to become more diverse--in fact, to increase their effectiveness, most centers of learning might well need to develop unique roles and special educational functions. More particularly, it means that the Fund seeks to encourage the development, implementation, and assessment of effective educational options which are not presently generally available.

--Cost-effectiveness. Increased public expenditures for post-secondary education have generated new demands for accountability and more effective use of resources. Thus, the Fund is interested in encouraging more value for the same dollar, or the same value for fewer dollars. In addition, since educational changes will increasingly necessitate a reallocation of existing resources rather than an expansion of new resources, the Fund will be inclined to financing techniques which encourage such reallocations.

--Structural change. In order to have maximum impact with limited resources, the Fund is particularly interested in improvements which have far-reaching effects. This does not mean that every improvement must have wide applicability, nor that only replicable innovations will be funded. It does mean, however, that the Fund encourages solutions to problems of a general and structural kind, rather than problems which are temporary or of limited significance.

--Learner-centered change. The basic purpose of the Fund is to improve educational opportunities for learners. This does not mean that only those improvements which will directly benefit learners will receive support-many changes designed to improve institutions and agencies which provide instruction or other educational services may have a substantial though indirect impact on learners. It does mean that the Fund will want to know what the probable or eventual impact of each improvement will be on the learning population to be served.

Many associations, organizations, and agencies are necessary to the realization of these goals. The Fund thus encourages proposals from the entire range of higher and postsecondary educational institutions, including profit and non-profit, private, trade, technical, and business schools, as well as from educational organizations and agencies such as student and faculty associations, trustees, state agencies and other governmental organizations, and providers of educational services in settings such as museums, libraries, and workplaces. Proposals are welcome from newly-formed as well as established organizations.

C. Programs

The authorizing legislation for the Fund identifies eight purposes for which grants and contracts may be awarded. These are:

- encouraging the reform, innovation, and improvement of postsecondary education and providing equal educational opportunity for all;
- the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experimental learning;
- the establishment of institutions and programs based on the technology of communications;
- the carrying out in postsecondary educational institutions of changes in internal structure and operations designed to clarify institutional priorities and purposes;
- the design and introduction of cost-effective methods of instruction and operation;
- the introduction of institutional reforms designed to expand individual opportunities for entering and re-entering institutions and pursuing programs of study tailored to individual needs;
- the introduction of reforms in graduate education, in the structure of academic professions, and in the recruitment and retention of faculties; and
- the creation of new institutions and programs for examining and awarding credentials to individuals, and the introduction of reforms in current institutional practices related thereto.

To fulfill its basic mission and to achieve these purposes, the Fund administers several distinctive program competitions. Under the comprehensive program competition, applicants are invited to submit proposals related to any or all of the purposes for which the Fund can make awards. Under the special-focus program competition, applicants are invited to submit proposals related to a particular educational need or approach identified as an important and timely "target of opportunity"

for concentrated support. In FY 75 there will be one special focus program: "Education and Certification for Competence."

Under the national projects competition, the Fund itself describes projects of national significance, and invites applicants to qualify for participation in a collaborative activity. In this competition, participants are selected primarily for their potential contribution to the collaboration, based on past accomplishments, and secondarily on proposed activities. In FY 75 there will be three national projects competitions: "Improving Information for Student Choice"; "Alternatives to the Revolving Door: Effective Learning for Low-Achieving Students"; and "Elevating the Importance of Teaching." In all programs, applicants must identify the particular competition they are entering, but are not excluded from applying to more than one program.

This document sets forth guidelines for the third national project: "Elevating the Importance of Teaching." The other national projects, the special focus program, and the comprehensive program are described in separate program announcements which can be obtained at the following address:

Program Announcement
Fund for the Improvement of Postsecondary
Education
Department of Health, Education, and Welfare
400 Maryland Avenue, S.W. - Room 3141
Washington, D.C. 20202

II. NATIONAL PROJECT III: ELEVATING THE IMPORTANCE OF TEACHING

The Fund has inaugurated a National Project on Teaching to strengthen and encourage those individuals and institutions which have demonstrated a commitment to raising the importance of teaching within postsecondary education. This program is designed to support a systematic examination of the current efforts to enhance the importance of teaching. By providing a collaborative setting in which to consider successful programs, the Fund will encourage a sharing and dissemination of the most promising activities.

A. INTRODUCTION

The broad range of postsecondary education is made up of a great variety of institutions, each with a slightly different function. Major universities place great emphasis on its research activities. State colleges and universities are particularly sensitive to their public service function. Community colleges have devoted much of their attention to developing appropriate responses to the needs of open access and to their fit with community interests. And trade and technical schools focus their attention largely on the support of occupational and paraprofessional training. All contribute to the rich and varied texture of postsecondary education. And, although the specific missions may differ, all have in common one concern that is central to their function--the concern for teaching

and learning. It is the interaction of faculty members with learners, which, for most institutions, serves as the basic justification for their existence. And since instructional costs is the major portion of most institutional budgets, increased teaching effectiveness is essential to obtaining institutional efficiencies. Today, however, it may be be more difficult then ever before to insure a high level of effectiveness of performance in this area. Modes of teaching and learning institutionalized in a previous era are no longer automatically appropriate for the increasingly diverse populations of learners seeking postsecondary education.

B. ELEVATING THE IMPORTANCE OF TEACHING

Many techniques have been used in an effort to increase the quality of teaching. These include workshops to familiarize the faculty with new teaching techniques and methodology, efforts to obtain better equipment and other resources for teaching, and attempts to assess student learning. These efforts, however, will not yield maximum results unless the importance of the teaching/learning function itself is elevated to a new level of concern. Teaching must become a more important and esteemed function in postsecondary education. Ways must be found to reward excellent performance in teaching to the same extent as excellence in research and scholarship is recognized. The postsecondary education environment must contain within it elements that encourage and reinforce faculty and administrative concern for the importance of teaching.

Such elements would include elimination of policies or practices that tend to negate the concern for a teaching/learning function, the creation of positive incentives for individual faculty members to aspire to excellent teaching, and the development of more refined indices of successful teaching and greater willingness to employ them. By and large, current recruitment, appointment, tenure and promotion policies and practices do not include a high concern for effective teaching. Recognition of excellence beyond the institution is focused on scholarly activities or consultation with government and business. Financial support is available for research and publication; but only in limited ways for improving teaching skills. Institutional environments may foster loyalty to that institution or commitment to a discipline speciality, but in too few instances do institutions sponsor a climate which is conducive to excellent teaching.

Incentive and reward systems can respond to and encourage effective teaching. Increasingly, institutions and agencies of postsecondary education are experimenting with other systems and procedures which reflect a concern for improved teaching. Among these are:

--Recruitment and appointment and promotion and tenure systems which place emphasis on teaching effectiveness;

--Forums of recognition (e.g., associations, journals) for those interested in the teaching/learning process;

--Financial support for those who wish to develop skills

and/or programs needed for today's expanded universe of educational goals and heterogeneous students;

--Institutional governance structures which provide a visible focus and legitimation for the importance of successful teaching; and

--Appointment and pay systems which recognize the full range of responsibilities in the interaction between faculty member and learner.

Unfortunately, many experimenters in this area are unaware of similar efforts by their colleagues in other insitutitons or agencies. In addition, too often these efforts themselves do not receive the recognition that is their due. Nevertheless, pressures external to the institution itself require that the teaching functions of the institutions be taken more seriously. A decline of public trust in the efficacy of higher education; evidence that education no longer has a competitive edge in the allocation of Federal dollars; and renewed pressure from consumer conscious students to "get their money's worth" all conspire to force greater attention on the effectiveness of the teaching role. The uncertain effect of collective bargaining and the threat of legislatively mandated teaching activities also serve to remind administration and faculty alike of the need to initiate creative reform before options for change are limited.

A necessary prerequisite for recognizing whether improvement has taken place and for rewarding those who are accomplished in teaching roles is the development and refinement of indices of successful teaching. The evaluation of faculty performance, to be sure, raises a host of complex and inadequately researched issues regarding the relationship of teaching to learning, and the uncertain validity of all measures of performance. But the potential usefulness of such indices in any attempt to improve teaching effectiveness makes the effort to develop and utilize them worthwhile. Many systems already exist, but more must be learned about their value and range of applicability. Student ratings of instructor performance; assessment of course syllabi and examinations; informal colleague appraisal of teaching; evidence of student learning in faculty member courses; and degree of innovative effort in teaching are commonly used measures for assessing successful teaching. But too little is known about their reliability or validity and consequently their use is uneven and sporadic.

C. THE NATIONAL PROJECT

1. Associates

This National Project will bring together practitioners in institutions which have experimented with alternative incentive and reward structures or have utilized some successful indices of effective teaching. These representatives will constitute the Fund Associates for

this National Project. The Associates will cooperatively develop plans for assessing and sharing--first among themselves and later with a wider constituency--those aspects of their individual projects which have been most successful and have the most promise for more general application. The Associates will endeavor to raise those issues deemed most important for further enhancing the role of teaching in postsecondary education.

The Project will extend for two years, beginning with the selection of Fund Associates in the Spring of 1975. Selection will be based on the applicant's ability to demonstrate that it has designed and implemented incentive and reward structures which have enhanced the importance of teaching, or effectively designed and used indices of effective teaching. Successful applicants will receive a grant to cover the costs of the institution's participation in the National Project activities.

a) Activities of Associates

In the first year, the Associates will review the variety of approaches to enhancing the importance of teaching represented in the group; consider the diversity of their settings; identify the shared operating assumptions; and develop a framework for further analyzing the most important issues which have arisen. Within this framework, each participating

institution will design and implement an evaluation plan which will further examine that institution's activities and relate them to the issues collectively defined by the Associates. The evaluation activity of the Associates is not intended to rate programs relative to any preconceived model but rather to bring experience-relevant information to bear in determining what works; thus, these evaluation activities of the individual participants should be such that they will prove to be useful to others in postsecondary education who are concerned with improving teaching.

The activities of the Associates in the first year will culminate in a report which will:

--discuss the relative priority and esteem assigned to various faculty roles

--analyze the validity and reliability of various [illegible]ices of successful teaching

--establish criteria for judging the effectiveness of policies and incentives designed to enhance the importance of teaching

--propose strategies for disseminating information about practices which have succeeded in enhancing the importance of teaching

In the second year, dissemination activities growing out of the first year plans will become the focus of activity for the Associates. Activities might include:

--publication of case studies of exemplary programs for elevating the importance of teaching

--development of regional associations which manage the consulting exchanges of project directors, and disseminates techniques and approaches at minimal costs

--programs of exchange for faculty members between experimenting institutions and institutions wishing to learn about these experiments

--implementation of Associates' programs at nominated institutions

b) Fund Support

The Associates will function with support from the Fund, both individually and as a group. Individually, each Associate will receive support to examine and describe the effectiveness of his project; to package it in such a way as to maximize its usefulness to others; and to present a plan for its wider dissemination. The Associates will meet regularly as a group to exchange information and make site visits, and to develop the report described above.

c) Selection of Associates

Applications for this national project will be reviewed with reference to the general criteria of significance, feasibility, extent of institutional commitment, and appropriateness to the Fund which are applied to all applications for all programs administered by the Fund. These criteria are described in section III, Application Procedures. However, since the Fund itself has specified the general purpose and form of the activity in this national project, the review of applications will emphasize in particular, the applicant's qualifications for participation in that activity and enhancing its impact.

Consequently, the review of applications submitted to this National Project will call special attention to the following conditions:

--evidence of the success of date of the activity in elevating the importance of teaching (e.g., evidence that faculty members' attitudes or behavior has changed due to the activity).

--potential of the activity for providing useful information for other institutions or other settings within the originating institution.

--evidence of institutional capability for systematic evaluation and application of the activity.

--the degree to which the activities of the applicant contribute to the overall configuration of the Associates groups.

Applicants should be able to demonstrate that as a consequence of their program, the teaching role of the faculty member is now regarded as more important and/or held in greater esteem by both faculty and administration than was the case prior to its inception or than is the case in similar institutions which do not have such a program. Applicants should be able to show how their program may serve as a model or how it can provide useful and generalizable information to other institutions and or agencies. Applicant institutions should describe their capability to conduct further evaluation of the activity or program and to relate the results to other institutions in different settings. Applicants need to be sufficiently clear about the purposes and processes of their program that a determination can be made about its potential fit in a collaborative mode with other applicants in the National Project.

2. Resource Institution

In order to carry out this National Project, considerable staff support will be necessary to provide the Associates with the capacity to coordinate workshops and meetings, develop discussion papers, and compile a final report. Each applicant for participation in the National Project as an Associate is also invited to submit an application to be the Resource Institution. In this capacity, the institution will provide the support and coordinating activities necessary for the project. The Resource Institution will be chosen from among those institutions which have been selected as Associates and also have made supplemental applications for this purpose. Applicants which choose to compete for the role of Resource Institution should submit a second application appended to that for participation as Associates in the National Project.

Applications for the Resource Institution should include evidence of institutional capacity to assume the following responsibilities:

--provide the logistical support necessary to coordinate all workshops and meetings.

--employ experts for consultation with the Associates and staff personnel for general support.

--prepare, under the direction of the Associates, discussion papers.

--compile under the direction of the Associates a final report.

--provide facilities for meetings, communications and the like.

In addition, the Resource Institution should propose a plan of activities in accordance with the broad guidelines for activities described above. The review of applications for Resource Institution will call special attention to the following considerations:

--qualifications of consultants and the staff to perform the necessary tasks.

--capacity of the institution to provide the necessary logistical support.

--quality and appropriateness of the proposed plan of activities.

--capacity for effective and efficient fiscal management.

III. APPLICATION PROCEDURES

A. Review Procedures

(1) As in other Fund programs, the Director and staff of the Fund will review each application according to the following criteria, where appropriate: (a) its eligibility for funding; (b) its comparative contribution to the general goals of the Fund (outlined in Section I) and to the relevant program objectives (outlined in Section II); (c) the extent to which, in meeting these goals, the project (i) represents an improvement upon, or significant departure from, existing practice, and (ii) involves processes, features, or products applicable in other postsecondary educational settings; (d) the feasibility of its project design, including budget and evaluation plans; (e) evidence of commitment to the proposed activity, including, when appropriate, institutional cost-sharing; and (f) its appropriateness for Fund support in terms of the availability of other external funding sources for the proposed activities. Applications will also be reviewed according to criteria more specific to National Project III, as discussed in Section II. Outside readers and consultants will frequently be asked to evaluate the proposals and to undertake on-site examinations. Final decisions will be made by the Director of the Fund in consultation with the Board.

(2) Section 404(b) of the enabling legislation states, in part, "No grant shall be made or contract entered into under subsection (a) for a

project or program with any institution of postsecondary education unless it has been submitted to each appropriate State Commission established under Section 1202 of the Higher Education Act of 1965, and an opportunity afforded such Commission to submit its comments and recommendation to the Secretary." The Fund encourages postsecondary institutions to keep their respective State agencies informed of the submission of proposals in order to expedite the review process and ensure proper coordination with the objectives of State policy. However, proposals should be forwarded directly to the Fund from applicant institutions. After review by the Fund, designated 1202 State Postsecondary Education Commissions, where established, will be notified and asked to comment upon those proposals which are under consideration for funding.

B. General Information

(1) Application Deadline

Statements of qualification from potential Associates (and Resource Institutions) must be postmarked on or before February 17, 1975, or delivered by hand to the Fund office by 5:00 p.m., E.S.T., on that date. Notification of awards for Associates and the Resource Institution will be made no later than June 1975. Unsuccessful applicants will be informed as soon as possible.

(2) Mailing Address

All proposals and related correspondence should be addressed to:

National Project III: Elevating the Importance of Teaching
Fund for the Improvement of Postsecondary Education
Department of Health, Education, and Welfare
400 Maryland Avenue, S.W., Room 3141
Washington, D.C. 20202

(3) Title Page

Statements of qualifications from potential Associates and Resource Institutions should be covered by a title page, using Form 0001 or 0001' (attached) or a facsimile. Applicants desiring to serve as the Resource Institution should so indicate on the title page of the application for participation as an Associate, and append the Resource Institution application--also covered by a title page--to the Associate's application.

(4) Abstract

Following the Title Page for application either as an Associate or as Resource Institution, a one-page abstract should be attached which describes: (1) the applicant's qualifications for participation, and (2) a description of the proposed activities (evaluation plan in the case of the Associates; coordinating and related activities in the case of the Resource Institution).

(5) Multiple Copies

Applicants must submit one (1) original and six (6) copies of applications, and three (3) additional copies of the Title Page and one-page abstract. (State and local governmental agencies applying to the Fund are obliged to submit no more than one (1) original and two (2) copies of proposals. In addition, these applicants must comply with these procedures outlined in OMB Circular A-102--e.g., utilization of Form #80-R0186.)

C. Application As An Associate

(1) General

The National Project will be of 24 months duration with two budget periods of 12 months each, corresponding to the fiscal years 1976 and 1977.

Each institution selected for participation will receive an initial year award to cover cost of:

--preparation for and participation in meetings and site visits of the Fund Associates;

--examination and evaluation of the participant's project within the context of the Associates framework;

--development of a plan for the dissemination of the project in cooperation with the Associates.

At the conclusion of the National Project, it is expected that each participant will have carefully evaluated its own program; developed a plan for the dissemination of the program; gained an understanding of the range of possible strategies involved in elevating the importance of teaching and contributed to the drafting of the report described above.

(2) Narrative

Each application should include a narrative consisting of the following four sections:

I. A brief (10 pages or less) description of the program or activity of the applicant institution which has contributed to the elevation of the importance of teaching, either through institutionalized policies or structures which reward and encourage effective teaching, or in the development of indices of successful teaching.

II. Evidence of success to date of the program activity.

III. A plan for further evaluation of the program within the context of the National Project.

IV. A description of the personnel from the institution to be involved in the Associates program and rationale for their selection.

(3) Budget

Each application should include a budget (utilizing the attached Form 0002 or a reasonable facsimile) estimating the necessary expenditures for the activities described in I through IV above. The budget should be supplemented by a brief narrative, explaining the relationship between budget items and activities as an Associate. The Fund anticipates average awards of $25,000 to each Associate. We recognize, of course, that different programs and institutions will vary in the costs associated with their participation. Typical budget items would include a part-time salary for a project director for 12 months, clerical support, consultant fees (calculated at the Federal government rate of $100 per day, plus $25 per day expenses), materials necessary for evaluation, travel costs to 5 two-day Fund

Associates' meetings (average $250 round trip), a conference, and site visits to other programs, office supplies, and communication costs. Since activity as a Fund Associate in this national project is of direct benefit to the participating programs, it is expected that no major indirect costs are to be included.

D. Application As Resource Institution

Applications to serve as the Resource Institution should contain a title page, abstract, narrative, and budget, and be appended to the application to participate as an Associate.

(1) Narrative

The application should present concisely the institution's qualifications to provide logistical support and the coordination, dissemination, and reporting activities described in previous sections. In addition, a proposed plan of activities to facilitate the goals of the national project should be presented. Final plans for any activity will, of course, be determined in consultation with the Fund staff and the other Fund Associates. However, a tentative plan accounting for the following elements over a two-year period should be developed:

--schedule, suggested structure, and setting(s) of 5 two-day Associates meetings between July 1975 and June 1976

--format and scope of participation in an invitational conference

--expert consultants and personnel who might be contributors

--suggested resources for generating analytical descriptions of the participating institutions

--suggested content of a final report, resources for its preparation, and procedures for its dissemination

(2) Budget

Applicants should estimate (using the attached Form 0002' or a facsimile) the expenditures necessary to carry out the role of Resource Institution. A brief narrative should accompany the budget, explaining the relationship of budget items to activities as the Resource Institution. In addition to personnel costs, appropriate budget items might include travel expenses for consultants, office materials, communication costs, and indirect costs to the institution. It should be noted that the Federal Government permits payment of consultants at no more than $100 per day, plus a $25 per day expense allowance. Indirect costs may be assessed only if the rate has been previously approved by the Office of Grants Administration Policy, Department of Health, Education, and Welfare.

FORM 0001 (ASE)

DO NOT WRITE
IN THIS SPACE _____

1. THIS APPLICATION IS BEING SUBMITTED FOR THE FUND ASSOCIATES OF NATIONAL PROJECT III

2. Applicant Name and Address:

   Institution or Agency _____

   Street Address _____

   City _____ State _____ Zip _____

3. Project Director Name and Address:

   Name _____ Title _____

   Institution _____ Tel. _____

   Street Address _____

   City _____ State _____ Zip _____

4. Are you also applying as the Resource Institution? Yes _____ No _____

5. Institutional Information:

   Highest Degree Offered _____

   Type of Institution: Private ____ Public ____ Approx. Total Enrollmt _____

6. Budget for 1st Year _____ 2nd Year _____

7. Abstract of Application:

   Attach One-Page Abstract (See Instructions)

8. Authorizing Official:

   Name _____

   Title _____

   Date _____ _____
   (Signature)

FORM 0002 (ASE)

ASSOCIATE BUDGET
1st Year Only

(Use same format for the second year)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages

a. Professional* $ _____

b. Consultant* _____

c. Clerical _____

2. Employee Benefits _____

3. Travel* _____

4. Materials & Supplies _____

5. Equipment (Purchase or Rental)* _____

6. Production (Printing, Reproduction, Audio-Visual)* _____

7. Other* _____

B. Indirect Costs: _____

TOTAL $ _____

Institutional Support $ _____

*Items to be detailed in Budget Narrative, if applicable.

FORM 0001' (ASE)

DO NOT WRITE
IN THIS SPACE _____

1. THIS APPLICATION IS BEING SUBMITTED FOR THE RESOURCE INSTITUTION OF NATIONAL PROJECT III

2. Applicant Name and Address:

   Institution or Agency _____

   Street Address _____

   City _____ State _____ Zip _____

3. Project Director Name and Address:

   Name _____ Title _____

   Institution _____ Tel. _____

   Street Address _____

   City _____ State _____ Zip _____

4. Institutional Information:

   Highest Degree Offered _____

   Type of Institution: Private ____ Public ____ Approx. Total Enrollmt _____

5. Budget for 2-Year Period

   1st Year _____ 2nd Year _____

6. Abstract of Application:

   Attach One-Page Abstract (See Instructions)

7. Authorizing Official:

   Name _____

   Title _____

   Date _____ _____
   (Signature)

FORM 0002' (ASE)

RESOURCE INSTITUTION BUDGET
1st Year Only

(Use same format for the second year)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages

a. Professional* $ _____

b. Consultant* _____

c. Clerical _____

2. Employee Benefits _____

3. Travel* _____

4. Materials & Supplies _____

5. Equipment (Purchase or Rental)* _____

6. Production (Printing, Reproduction, Audio-Visual)* _____

7. Other* _____

B. Indirect Costs: _____

TOTAL $ _____

Institutional Support (1st Year Total) $ _____

*Items to be detailed in Budget Narrative, if applicable.

* U. S. GOVERNMENT PRINTING OFFICE : 1974 584-255/2036